

Place Value

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Overall Goal for the Lesson:

The goal of this lesson is to teach students how to use base ten blocks and learn place value while integrating technology in the form of the kidspiration program.

Description of classroom, grade level, and students:

This lesson is to be used in a second grade classroom with the appropriate technology such as computers, the program kidspiration, and a document camera for the teacher to project the lesson onto the board.

Student Objectives for the lesson. (Given a condition, the students will, to what level).

Given the kidspiration program and a teacher example, students will be able to complete the five base ten activities with 80% accuracy by putting the base ten blocks into the correct column.

Length of Lesson: (minutes, number of class periods, or days or weeks needed).

This is a twenty-minute lesson plan to be used twice during regular math time.

Schedule of Activities: (Break down your activity into a timeline of events. Focus on what students will be doing and what teachers will be doing during each part of the activity.)

1. Introduce place value terms, such as hundreds, tens, and ones.
2. Use those terms to discuss why place value is important to know.
3. Introduce base ten blocks and explain each one's worth.
4. Show the class the teacher example of place value in kidspiration.
5. Explain how to move the blocks into the graph and which one belongs in each column.
6. Have the class collaboratively work on a few examples.
7. Give the students instruction on how to complete the student activity.
8. Allow them time to finish the student activity.
9. Have them print off their activity from kidspiration and turn it in.

PASS Content Standards Addressed (Copy and Paste from:

<http://sde.state.ok.us/Curriculum/PASS/default.html>)

Standard 2: Number Sense and Operation - The student will use numbers and number relationships to acquire basic facts and will compute with whole numbers less than 100.

1. Number Sense a. Use concrete models of hundreds, tens, and ones to develop the concepts of place value

and link the concepts to the reading and writing of numbers (e.g., base-10 blocks). b. Represent a number in a variety of ways (e.g., write 15 as $8 + 7$, write 25 as 2 tens + 5 ones or as 1 ten + 15 ones).

PASS Instructional Technology Standards (Copy and Paste from:

<http://sde.state.ok.us/Curriculum/PASS/default.html>)

Standard 3: The student will demonstrate knowledge of technology productivity tool.

1. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

Assessments: How will these activities be assessed? (Go back to your objectives, what will the students do? Make sure that each objective is paired to an assessment measure that allows students to show it).

The student produced kidspiration project will be assessed based on the print out of the five finished graphs that they will hand in. The student will need to get four out of the five problems correct.

Accommodations: How might the lesson need to be adapted for students with special needs?

The accommodations for students who are not able to use technology as efficiently will be given base ten blocks and a blank chart just like that one on kidspiration. Since they will not have a print out to be graded, the teacher will assist the student in their completion of the assignment.

Materials Needed: Go through each activity and identify what items (both technology and not) are needed to complete this lesson. Include a breakdown according to individual student or student groups. Include materials that need to be created as well.

Computer
Kidspiration
Document Camera
White board
Worksheet
Base ten blocks

Teacher Example

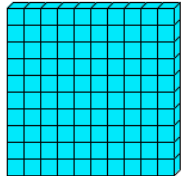


This is what the teacher will use to teach the students how to use base ten blocks in determining place value. The teacher will have students collaboratively work on the examples listed before they start their own activity.

The screenshot shows a software window titled "BaseTen%20Block%20Te#DD70D1.kid". The interface includes a toolbar with icons for erasing, undo, redo, and a name label. A sidebar on the left contains icons for base ten blocks: a single unit cube, a ten rod, a hundred flat, and a thousand cube, along with yellow squares and circles. The main workspace is divided into three columns: "Hundreds", "Tens", and "Ones". At the top, a text box reads: "Using the Base - Ten blocks below, you can make counting numbers easier! We will go over how to use base - ten blocks when given a two or three digit number." Below this, six numbered examples are listed in yellow circles: 1. 500, 2. 30, 3. 16, 4. 275 =, 5. 132 =, and 6. 83 =. The "Hundreds" column contains a 10x10 grid of blue blocks labeled "= 100 blocks". The "Tens" column contains a vertical rod of 10 blue blocks labeled "= 10 blocks". The "Ones" column contains a single blue cube labeled "= 1 block".

BaseTen%20Block%20Te#DD70D1.kid

Using the Base - Ten blocks below, you can make counting numbers easier! We will go over how to use base - ten blocks when given a two or three digit number.

1. 500 2. 30 3. 16 4. 275 = 5. 132 = 6. 83 = +

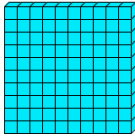

Hundreds	Tens	Ones
 = 100 blocks	 = 10 blocks	 = 1 block

Student Activity

This is the kidspiration activity that the students will be completing in order to show they have mastered place value and to be assessed.

Place%20Value%20Student.kid

1 Example: Show 108 by placing the base ten blocks in the correct column. Then move on to page 2 for the next activity.

Hundreds	Tens	Ones
		

Place%20Value%20Student.kid

2 Show 210 by placing the base ten blocks in the correct column. Then move on to page 3 for the next activity.

Hundreds	Tens	Ones

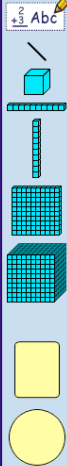
Place%20Value%20Student.kid

3

Show 465 by placing the base ten blocks in the correct column.

Then move on to page 4 for the next activity.

Hundreds	Tens	Ones



Place%20Value%20Student.kid

4

Show 87 by placing the base ten blocks in the correct column.

Then move on to page 5 for the next activity.

Hundreds	Tens	Ones

